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Altri autori (Persone)	LiYeping MoschkovichJudit N
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Nota di contenuto	Preliminary Material / Yeping Li and Judit N. Moschkovich -- Proficiency and Beliefs in Learning and Teaching Mathematics / Yeping Li and Judit N. Moschkovich -- About Alan H. Schoenfeld and His Work / Hugh Burkhardt and Yeping Li -- About Günter Törner and His Work / Hans Heinrich Brungs and Yeping Li -- Developing Problem Solving Skills in Elementary School / Kristina Reiss , Anke M. Lindmeier , Petra Barchfeld and Beate Sodian -- Transmissive and Constructivist Beliefs of In-Service Mathematics Teachers and of Beginning University Students / Christine Schmeisser , Stefan Krauss , Georg Bruckmaier , Stefan Ufer and Werner Blum -- Building on Schoenfeld's Studies of Metacognitive Control towards Social Metacognitive Control / Ming Ming Chiu , Karrie A. Jones and Jennifer L. Jones -- The CAMTE Framework / Pessia Tsamir , Dina Tirosh , Esther Levenson , Ruthi Barkai and Michal Tabach -- Integrating Noticing into the Modeling Equation / Miriam Gamoran Sherin , Rosemary S. Russ and Bruce L. Sherin -- Teaching as Problem Solving / Ilana Seidel Horn -- Researching the Sustainable Impact of Professional Development Programmes on Participating Teachers' Beliefs / Stefan Zehetmeier and Krainer Krainer -- Capturing Mathematics Teachers' Professional Development in Terms of Beliefs / Bettina Roesken-Winter -- Mathematicians and Elementary School Mathematics Teachers - Meetings and Bridges / Jason Cooper and

Abraham Arcavi -- Methodological Issues in Research and Development / Hugh Burkhardt -- A Mathematical Perspective on Educational Research / Cathy Kessel -- Issues Regarding the Concept of Mathematical Practices / Judit N. Moschkovich -- Looking Back and Ahead / Günter Törner -- Encore / Alan H. Schoenfeld -- Author Biographies / Yeping Li and Judit N. Moschkovich -- Index / Yeping Li and Judit N. Moschkovich.

Sommario/riassunto

Efforts to improve mathematics education have led educators and researchers to not only study the nature of proficiency, beliefs, and practices in mathematics learning and teaching, but also identify and assess possible influences on students' and teachers' proficiencies, beliefs, and practices in learning and teaching mathematics. The complexity of these topics has fascinated researchers from various backgrounds, including psychologists, cognitive or learning scientists, mathematicians, and mathematics educators. Among those researchers, two scholars with a similar background – Alan Schoenfeld in the United States and Günter Törner in Germany, are internationally recognized for their contributions to these topics. To celebrate their 65th birthdays in 2012, this book brought together many scholars to reflect on how their own work has built upon and continued Alan and Günter's work in mathematics education. The book contains 17 chapters by 33 scholars from six different education systems. This collection describes recent research and provides new insights into these topics of interest to mathematics educators, researchers, and graduate students who wish to learn about the trajectory and direction of research on these issues.
